

Assessment & Measurement for Special Education Teachers
15:293:533

Fall 2014 Semester

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Text: **Educational Assessment of Students**, 6th edition (2012) Nitko & Brookhart

Online

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Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>.

You should purchase the textbook immediately. Limited copies will be available at the Barnes & Noble University Bookstore - One Penn Plaza, Ferren Mall, New Brunswick, NJ. Please call them at (732) 246-8448 to check availability and price. **Older editions can not be used with this course.**

I. Course Description and Objectives

This course provides students with knowledge, skills, and understanding of assessment issues related to students in general and special education settings. Topical coverage includes the types and characteristics of assessments, and introduction to formal and informal (functional) assessment in special education, and the use of assessment information to determine special education eligibility, identify current academic and nonacademic performance, set instructional goals, monitor progress, develop classroom assessments and determine the effectiveness of instruction.

Parenthetical information relates to New Jersey Professional Standards for Teachers and School Leaders (NJPSTSL). This course meets the New Jersey requirement for assessment in special education.

Each student will:

1. Be able to describe the characteristics, uses, advantages, and limitations of different types of assessments (for example, criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems and assessments of student work)

for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development (NJPSTSL 5.1).

2. Become familiar with terminology and technical aspects of educational measures, including the different types of scores that are used to report test results (NJPSTSL 5.1).
3. Be able to describe aspects of measurement theory and assessment-related issues, such as validity, reliability, bias and scoring concerns (NJPSTSL 5.2).
4. Be able select, administer, score, design and interpret both formal and informal tests that would be appropriate for a student with disabilities (NJPSTSL 5.1).
5. Be able to describe the legal provisions, regulations, and guidelines procedures set forth in the Individuals with Disabilities Education Act (IDEA) as they pertain to assessing students, as well as describe typical procedures used for screening, pre-referral, referral, and classification (NJPSTSL 7.1).
6. Be able to interpret test results through different error analyses to determine strengths and weaknesses, as well as, present levels and areas needed for remediation and instruction. (NJPSTSL 5.3).
7. Using information from test results and other sources, participate in the design and implementation of the Individualized Education Program (IEP), where appropriate (NJPSTSL 7.6).
8. Analyze student performance using multiple sources of data, and modify future plans and instructional techniques that promote desired student learning outcomes (NJPSTSL 5.4)
9. Accurately document and report assessment data and ongoing student data to parents/ professional staff and create and maintain records, particularly with regard to maintaining security and confidentiality of student information (NJPSTSL 5.6)

Supplemental Readings

1. Individualized Educational Program (IEP). This website provides information about the components of IDEA and the IEP.

[http://idea.ed.gov/explore/view/p/,root,dynamic,TopicalBrief,10,](http://idea.ed.gov/explore/view/p/,root,dynamic,TopicalBrief,10)

2. IDEA 2004 Model Form (IEP). This website provides a model form of an IEP for NJ students..

<http://www.state.nj.us/education/specialed/transition/archive/10050710/StateModeliep.pdf>

Additional required readings available online at **ECOLLEGE**: <https://Ecollege.rutgers.edu>

II. Policies

How You Earn Your Grade:

Evaluation of your performance in this course is based on the percentage of total points that you earn in the course. Each assignment has been given a point value. Detailed descriptions of these course requirements are provided on the following pages:

Course Requirements:

Number grades will be converted to letter grades as follows:

92 – 100%	= A
87-91%	= B+

82-86%	= B
77-81%	= C+
72-76%	= C
62-71%	= D
61% and below	= F

- If you have special needs as addressed by the Americans with Disabilities Act and are eligible for academic accommodations or **modifications**, please notify me immediately. Reasonable efforts will be made to accommodate your special needs. For additional assistance, please contact the New Brunswick Campus Coordinator at (732) 932-1711.

Assignment Submission Policy:

- Late assignments are accepted only at the discretion of the instructor and will, if accepted, be penalized 10% of their total worth for each day they are late before they are graded. There will be no exceptions. **All assignments are due by 1 PM on the date assigned, unless otherwise indicated.** If you are absent the day an assignment is due, you must either email the instructor to let her know of your illness or submit the assignment via E-college. It is expected that you will comply with standards of academic integrity. You should read and be familiar with the Policy on Academic Integrity by clicking the following link: <http://academicintegrity.rutgers.edu/integrity.shtml>. Violations of academic integrity will be handled according to the procedures and guidelines outlined in the catalog and could result in course failure and/or expulsion. Plagiarism, handing in someone else's work, work obtained on the internet, or work written for another professor's course, or using resources while taking online tests are all reasons for failure of this course and dismissal from this university.
- **Terminology:** Use "people-first" language at all times. Terms such as *retarded* or *learning disabled* should never be used. Prepositional constructions such as "students with learning disabilities" or "individuals who have mental retardation" are preferred over adjectival constructions such as "mentally retarded people." Because *normal* has multiple meanings and may inappropriately imply abnormal where it is not applied, this word should not be used. Instead, more operationally descriptive terms such as "intellectually average students" or "students without learning disabilities" should be used.
- All assignments should be typed, double spaced, and neat. *Edit your work before handing it in*, as attention to grammar, spelling, and organization count. Please use 12-point font in a traditional/professional font (e.g., Times New Roman). Points will be deducted for careless or sloppy errors. If you need further assistance with your writing, please visit the Writing Center on campus.
- Page recommendations refer to the *actual text* of the paper (not including title page, references, or attachments).
- It is utterly essential that you check your **Rutgers email** (or whatever email is linked to this course) on a daily or every other day basis. Failure to do so may result in you missing important information or changes in the course

III. Course Requirements

1. Online Attendance and Participation (50 points) Students are expected to attend each class promptly and meaningfully participate individually or in groups. In an online course this means faithful and relevant involvement in all online discussion threads. A lack of meaningful participation will affect your final grade.

The following is what makes for a good response in a threaded discussion group from a grading perspective: I expect you to post thoughtful, well reasoned expressions of your ideas about the topics and questions at hand and respond to your classmates' ideas in the same way. Participate early (E), thoughtfully (T) and frequently (F) in the Unit Discussion Threads - [Remember: ETF].

Operationally this means responding thoughtfully to each assigned Discussion Thread at least one time by Thursday and then responding thoughtfully to a *minimum* of two of your classmates by Saturday. All NEW WEEKS will be available on Monday and they will remain available for "discussion" until Sunday. Generally, Sunday comments do not lend themselves to interaction among classmates, so please do not wait until the last minute. "Thoughtfully" means I can readily tell that some focused cerebral energy went into the formulation of what you decided to share. I ask that you respond **vigorously and early** to my questions and your classmates' responses. Obviously, how well you do this has an impact on your class participation grade, which necessarily carries more weight in an online class. **Remember: early, thoughtfully, and frequently!** Please do not wait until the last day of a week.

N.B. – In an effort to assure a successful beginning, WEEK 1 will remain open for two weeks and will overlap with WEEK 2 to provide additional “start up” time for those who arrive late and to accommodate for any delays in acquiring texts. Remaining WEEKS will have a one ONE WEEK time span.

Required Readings and Homework. Students should digest required readings and assigned content **prior** to each week's class and be prepared to ask questions and discuss the material. Discussion questions may be distributed to focus reading attention.

2. Test Design – 40 points. After identifying a specific grade level and a specific subject area, you will design a test with 8 multiple choice questions, 8 matching questions, 5 true and false questions, and one essay question using the format in chapters 8, 9 and 10 in the text.

3. Writing an IEP – Based upon a case, students will develop an IEP using the NJ IEP form. (50 points)

Rubric and an example for this assignment is posted on E-college

4. Developing an Assessment Plan – 30 points

Using your unit plan: 1. Develop an assessment plan. Using the example in the text on page 110 – figure 6.2 as a model include the time frame, the formative and summative assessment plans and the weighting of the assessments.

2. Develop an assessment plan for your unit using the activity plan on page 111, figure 6.3 as a model, list your objectives, types of assessment, purposes(s) of assessment and **actions** to be taken using the assessment results. Note - Identifying the actions to take is a critical element of this part of the assignment.

3. Develop a blueprint for the summative assessment for your unit using figure 6.5 on page 114 as a guide.

5. Final RtI project -- 50 points

In order to familiarize you with the Response to Intervention approach to identifying those students who may be at risk for learning disabilities, this project will focus on the development of an RTI model.

The components include:

1. Select a group of not more than three other students with whom you will work or you may work alone.
2. Determine an academic or adaptive area of concern at a particular grade level of interest to you.
3. Develop a method of screening individuals within a school setting in order to determine who may be at risk. (e.g. kindergarten students need five skills in order to read. Screening an entire class to identify those who lack those skills would be the beginning of an RTI project. The screening needs to be quick, efficient and have a **research base**.)
4. Develop a **research based intervention** that follows the 3 tier model. This is a critical component of the project for use of **research based intervention** and is a vital part of the process. Your research must contain citations from internet and peer reviewed journals (a minimum of 4) that support your choice of an intervention model.
5. Describe the 3 tiers which must contain service delivery in increasing intensity.
6. Progress monitoring **MUST** be included in your RTI plan with monitoring described that adheres to a fidelity model.
7. Data collection and decision making must be clearly delineated.
8. This project will be submitted in written form for a final grade.

6. Class quiz - 20 points

There will be a quiz during the semester. The quiz may cover any material from readings, threaded discussions, IRIS Module, video viewing, etc. Date to be announced.

Submissions to Discussion Threads.

Discussion Thread postings do not follow APA format. Your contributions, however, should not be considered informal. Support your posts with properly attributed quotes and/or information from your readings and identify them by author and date, e.g., (Fuchs, 2013) or (IRIS Module:

module name). Posts should not include texting abbreviations (IMHO). **Good writing always applies.** Remember: this is a graduate level class.

Submission of Assignments.

All assignments will be submitted through up loads to Drop boxes.

Save documents in word format and be certain to include your name on the document itself AND as part of the file name, e.g., D Jeter Disability Research Paper.

Email Response.

I **intend** to respond to all emails sent to me as long the quantity of communications is reasonable and the content is relevant to the course. **Likewise, I would appreciate a response to all emails I send to you.** This pertains to those that accompany returned work, individual contacts, anything. I need to know that you are in continuous communication with me. A simple “I received this” or “I got the message” relieves my anxiety. If you don’t receive an email response from me, try a second time! Depending entirely on technology can be a slippery slope. Please use my Rutgers email:dake.zhang@gse.rutgers.edu

Due Dates.

Assignment Due Dates are specifically noted on the **Syllabus Schedule**. If you are uncertain about something (anything), please contact me. ***Unless it is absolutely impossible, please submit assignments on the exact date they are due.***

III. Schedule: *

<i>DATE</i>	<i>TOPICS</i>	<i>ASSIGNMENTS</i>	<i>READING</i>
Sep 2 nd Unit 1	Syllabus Introductions <ul style="list-style-type: none"> • Classroom Decision Making & Using Assessment • Describing the Goals & Learning Targets of Instruction 		Course Announcements (CA) Chapters 1 & 2 (NB)
Sep 9 th Unit 2	<ul style="list-style-type: none"> • Validity of Assessment Results • Reliability of Assessment Results 		Chapters 3 & 4 Appendices I & J
Sep 16 th Unit 3	<ul style="list-style-type: none"> • Professional Responsibilities, Ethical Behavior, & Legal Requirements in Educational Assessment 		Chapter 5 Appendices A, B, & C

Sep 23 rd Unit 4	<ul style="list-style-type: none"> • Planning for Integrating Assessment & Instruction • Diagnostic & Formative Assessments 		Chapters 6 & 7 E-college - Gerwertz (2010) <i>Warning Formative</i>
Sep 30 th Unit 5	<ul style="list-style-type: none"> • Completion, Short Answer, & True-False Items • Multiple Choice & Matching Exercises • Essay Assessment Tasks 	Assessment Plan Due	Chapters 8, 9, & 10
Oct 6 th Unit 6	<ul style="list-style-type: none"> • Higher-Order Thinking, Problem Solving, & Critical Thinking • Performance & Portfolio Assessments 		Chapters 11 & 12
Oct 13 th Unit 7	<ul style="list-style-type: none"> • Preparing Students to be Assessed & Using Students' Results to Improve Assessments • Evaluating & Grading Student Performance 	Test Design due	Chapters 13 & 14
Oct 20 th Unit 8	<ul style="list-style-type: none"> • Standardized Achievement Tests • Interpreting Norm-Referenced Scores 		Chapters 15 & 16
Oct 27 th Unit 9	<ul style="list-style-type: none"> • Spring Break 		
Nov 3 rd Unit 9	<ul style="list-style-type: none"> • IEP writing 	IEP Due	NICHY IEP Website: http://nichy.org/schoolage/iep/iepcontents E-college – Parent Rights Kraft, N. Martella & R. Martella (2001). <i>Writing better IEP goals</i>
Nov 10 th Unit 10	<ul style="list-style-type: none"> • RTI Approaches • Universal Screening • CBM & Progress Monitoring • SLD Identification • Efficacy & Fidelity 		

Nov. 17 th Unit 11	<ul style="list-style-type: none"> • CBM & Progress Monitoring • Developing & Using Classroom-Based Diagnostic Tools Linked to Intervention: Reading / Writing / Spelling 		
Nov 24 th Unit 12	<ul style="list-style-type: none"> • Developing & Using Classroom-Based Diagnostic Tools Linked to Intervention: Math 	Quiz 1 Due	Readings on E-college
Dec 2 nd Unit 13 & 14	<ul style="list-style-type: none"> • Specialists: Speech-Language, OT, PT • Working with ELLs 		Readings on E-college NJDOE Bilingual Website: http://www.nj.us/education/bilingual
Dec 9 th Unit 15	<ul style="list-style-type: none"> • Social Skills & Behavior Using Diagnostic Tools to Support behavioral Intervention Planning 		Readings on E-college
Dec 16 th Unit 16	<ul style="list-style-type: none"> • Final Exam 	Final Project Due	Readings on E-college